

114TH CONGRESS
2^D SESSION

S. 2718

To amend the Carl D. Perkins Career and Technical Education Act of 2006 to support innovative approaches to career and technical education and redesign the high school experience for students by providing students with equitable access to rigorous, engaging, and relevant real world education through partnerships with business and industry and higher education that prepare students to graduate from high school and enroll into postsecondary education without the need for remediation and with the ability to use knowledge to solve complex problems, think critically, communicate effectively, collaborate with others, and develop academic mindsets.

IN THE SENATE OF THE UNITED STATES

MARCH 17, 2016

Mr. KAINE (for himself, Ms. BALDWIN, Mr. PORTMAN, Mrs. CAPITO, and Ms. AYOTTE) introduced the following bill; which was read twice and referred to the Committee on Health, Education, Labor, and Pensions

A BILL

To amend the Carl D. Perkins Career and Technical Education Act of 2006 to support innovative approaches to career and technical education and redesign the high school experience for students by providing students with equitable access to rigorous, engaging, and relevant real world education through partnerships with business and industry and higher education that prepare students to graduate from high school and enroll into postsecondary education without the need for remediation and with the ability to use knowledge to solve complex problems,

think critically, communicate effectively, collaborate with others, and develop academic mindsets.

1 *Be it enacted by the Senate and House of Representa-*
 2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Perkins Fund for Eq-
 5 uity and Excellence”.

6 **SEC. 2. CAREER AND TECHNICAL EDUCATION FUND FOR**
 7 **EXCELLENCE AND EQUITY.**

8 (a) IN GENERAL.—Title II of the Carl D. Perkins
 9 Career and Technical Education Act of 2006 (20 U.S.C.
 10 2371 et seq.) is amended to read as follows:

11 **“TITLE II—CAREER AND TECH-**
 12 **NICAL EDUCATION FUND FOR**
 13 **EXCELLENCE AND EQUITY**

14 **“SEC. 201. PURPOSE.**

15 “The purpose of this title is to support innovative ap-
 16 proaches to career and technical education and redesign
 17 the high school experience for students by providing stu-
 18 dents with equitable access to rigorous, engaging, and rel-
 19 evant real world education through partnerships with busi-
 20 ness and industry and higher education that prepare stu-
 21 dents to graduate from high school and enroll into postsec-
 22 ondary education—

23 “(1) without the need for remediation; and

1 “(2) with the ability to use knowledge to solve
2 complex problems, think critically, communicate ef-
3 fectively, collaborate with others, and develop aca-
4 demic mindsets.

5 **“SEC. 202. DEFINITIONS.**

6 “In this title:

7 “(1) IN GENERAL.—Except as otherwise pro-
8 vided in section 3 or this section, the terms used in
9 this title have the meanings given the terms in sec-
10 tion 8101 of the Elementary and Secondary Edu-
11 cation Act of 1965.

12 “(2) CAREER AND TECHNICAL EDUCATION PRO-
13 GRAM OF STUDY.—The term ‘career and technical
14 education program of study’ means a coordinated,
15 nonduplicative sequence of high school and postsec-
16 ondary academic and technical courses that—

17 “(A) incorporates rigorous, State-identified
18 college and career readiness standards, includ-
19 ing State-identified career and technical edu-
20 cation standards that address both academic
21 and technical knowledge and skills that are
22 aligned with the needs of in-demand industry
23 sectors or occupations for the State, region, or
24 local area;

1 “(B) supports attainment of employability
2 and career readiness skills;

3 “(C) progresses in content specificity (by
4 beginning with all aspects of an industry or ca-
5 reer cluster and leading to more occupationally
6 specific instruction and by preparing students
7 for ongoing postsecondary career preparation);

8 “(D) incorporates multiple entry and exit
9 points with portable demonstrations of technical
10 or career competency, which may include credit-
11 transfer agreements or industry-recognized cre-
12 dentials; and

13 “(E) culminates in the attainment of a rec-
14 ognized postsecondary credential.

15 “(3) CERTIFICATE.—The term ‘certificate’
16 means—

17 “(A) an occupation-specific certificate
18 that—

19 “(i) is aligned with State standards of
20 career and technical education, or other
21 standards developed by a State industry
22 sector in an in-demand industry sector or
23 occupation;

24 “(ii) provides for skills that can be as-
25 sessed; and

1 “(iii) identifies clearly the specific
2 skills that the certificate qualifies the re-
3 ceiving candidate to demonstrate; or

4 “(B) a career pathways program certificate
5 that is based on quality program standards and
6 provides for individual assessments of skill at-
7 tainment and college and career readiness.

8 “(4) ELIGIBLE ENTITY.—The term ‘eligible en-
9 tity’ means a local educational agency, or a consor-
10 tium of local educational agencies—

11 “(A) in partnership with—

12 “(i) 1 or more institutions of higher
13 education;

14 “(ii) 1 or more employers, or a con-
15 sortium of employers; and

16 “(iii) a qualified intermediary, which
17 may include a local workforce development
18 board, established under section 107 of the
19 Workforce Innovation and Opportunity
20 Act; and

21 “(B) that may be in partnership with 1 or
22 more additional external partners.

23 “(5) IN-DEMAND INDUSTRY SECTOR OR OCCU-
24 PATION.—The term ‘in-demand industry sector or
25 occupation’ has the meaning given the term in sec-

1 tion 3 of the Workforce Innovation and Opportunity
2 Act.

3 “(6) INTEGRATED COURSE.—The term ‘inte-
4 grated course’ means a course offered by a high
5 school for credit toward a regular high school di-
6 ploma that combines instruction in core academic
7 subjects with career and technical education that,
8 where applicable, is fully aligned with the State’s
9 challenging State academic standards required under
10 section 1111(b) of the Elementary and Secondary
11 Education Act of 1965.

12 “(7) QUALIFIED INTERMEDIARY.—The term
13 ‘qualified intermediary’ means an entity that dem-
14 onstrates expertise to build, connect, sustain, and
15 measure partnerships with entities such as employ-
16 ers, schools, community-based organizations, post-
17 secondary institutions, social service organizations,
18 economic development organizations, and workforce
19 systems to broker services, resources, and supports
20 to youth and the organizations and systems that are
21 designed to serve youth, including—

22 “(A) connecting employers to classrooms;

23 “(B) assisting in the design and implemen-
24 tation of career and technical education pro-
25 grams of study;

1 “(C) assisting in the development of cur-
2 ricula and assessments;

3 “(D) delivering professional development;
4 and

5 “(E) connecting students to internships
6 and other work-based learning opportunities.

7 “(8) **RECOGNIZED POSTSECONDARY CREDEN-**
8 **TIAL.**—The term ‘recognized postsecondary creden-

9 tial’ has the meaning given the term in section 3 of
10 the Workforce Innovation and Opportunity Act.

11 **“SEC. 203. GRANTS AUTHORIZED.**

12 “(a) **RESERVATION.**—From the total amount of
13 funds available under section 207 for a fiscal year, the
14 Secretary shall reserve—

15 “(1) not more than 5 percent for national ac-
16 tivities, which the Secretary shall use for technical
17 assistance, including the development of State career
18 readiness indicators, data collection and dissemina-
19 tion, and evaluation and reporting activities; and

20 “(2) not less than 5 percent for the Bureau of
21 Indian Education for activities consistent with the
22 purpose of this title.

23 “(b) **GRANTS.**—From the total amount of funds
24 available under section 207 for a fiscal year and not re-
25 served under subsection (a), the Secretary shall award

1 grants on a competitive basis to eligible entities, based on
2 the quality of the applications submitted under section
3 204, to implement activities described under section 205.

4 “(c) GRANT DURATION.—Grants awarded under this
5 title shall be for a period of 5 years, conditional after 3
6 years on satisfactory progress on the performance indica-
7 tors described in section 206(b), as determined by the Sec-
8 retary.

9 “(d) PRIORITY.—In awarding grants under this title,
10 the Secretary shall give priority to applications from eligi-
11 ble entities that—

12 “(1) will serve the greatest percentage of stu-
13 dents in poverty based on—

14 “(A) the poverty rate of the geographic
15 area to be served under the grant according to
16 the most recent census;

17 “(B) the number and percentage of stu-
18 dents from low-income families, adjusted for
19 cost-of-living; and

20 “(C) the median income level of the geo-
21 graphic area to be served under the grant ac-
22 cording to the most recent census;

23 “(2) include a process for measuring career-
24 readiness for the purposes described under section
25 206(c)(1);

1 “(3) propose a strategy to enroll participating
2 students in—

3 “(A) multiple integrated courses per aca-
4 demic year; and

5 “(B) a progression of integrated courses
6 with enhanced rigor from 9th through the 12th
7 grade;

8 “(4) provide students with paid internships or
9 other paid work-based learning experiences; and

10 “(5) include partnerships with employers from
11 an in-demand industry sector or occupation.

12 “(e) MATCHING REQUIREMENT.—

13 “(1) IN GENERAL.—Each eligible entity award-
14 ed a grant under this title shall provide, from non-
15 Federal sources, an amount (which may be provided
16 in cash or in kind) to carry out the activities sup-
17 ported by the grant—

18 “(A) in year 4 of the grant, equal to 25
19 percent of the amount of the grant; and

20 “(B) in year 5 of the grant, equal to 50
21 percent of the amount of the grant.

22 “(2) WAIVER.—The Secretary may waive the
23 matching requirement described under paragraph
24 (1) based on a determination that the eligible entity

1 is unable to provide the matching funds due to inad-
2 equate financial resources.

3 **“SEC. 204. APPLICATION.**

4 “(a) IN GENERAL.—An eligible entity that seeks a
5 grant under this title shall submit an application to the
6 Secretary at such time, in such manner, and containing
7 such information as the Secretary may reasonably require.

8 “(b) CONTENTS.—Each application submitted under
9 subsection (a) shall include, at a minimum, a description
10 of the following:

11 “(1) The integrated courses that will be offered
12 to students in at least one core academic subject per
13 student enrolled in a participating school, per year,
14 in courses that meet college and university admis-
15 sions requirements, as validated by the Secretary
16 based on evidence submitted by the eligible entity.

17 “(2) Articulation and placement agreements be-
18 tween participating local educational agencies and
19 institutions of higher education for at least one ca-
20 reer and technical education program of study
21 aligned with an in-demand industry sector or occu-
22 pation that ensures that student completion of such
23 program of study results in either a recognized post-
24 secondary credential or academic credit toward a
25 recognized postsecondary credential.

1 “(3) The role of employer partnerships under
2 the grant, including how such partnerships will be
3 utilized to—

4 “(A) provide students with a continuum of
5 work-based learning experiences, including op-
6 portunities such as career exploration, job shad-
7 owing, pre-apprenticeship programs, mentoring,
8 internships, school-based enterprises, and vir-
9 tual work-based learning opportunities;

10 “(B) engage employers in program design,
11 curriculum development, program evaluation,
12 and assessments of student work; and

13 “(C) provide educators with externship op-
14 portunities.

15 “(4) The integrated student supports that will
16 be made available to address the comprehensive
17 needs of students, which may include—

18 “(A) accelerated and targeted instruction
19 for historically underserved students served
20 under this Act who require additional support
21 in order to meet proficiency requirements in
22 core academic or technical subjects;

23 “(B) universal and individualized academic
24 and nonacademic, college and career guidance
25 and counseling, beginning in middle school that

1 includes the development of individual develop-
2 ment plans for each student and is reviewed at
3 regular intervals throughout the school year
4 and annually;

5 “(C) a system of timely, consistent, and
6 structured student supports that include an as-
7 sessment of academic and career and technical
8 coursework needed for high school completion
9 and successful postsecondary education transi-
10 tion, work-based learning experiences, the devel-
11 opment of career objectives, and college plan-
12 ning, including financial planning; and

13 “(D) a community-based approach that
14 provides wraparound academic, social and emo-
15 tional, and health supports to improve overall
16 youth development.

17 “(5) The accelerated and differentiated learning
18 opportunities supported by evidence-based strategies
19 for special populations, including students underrep-
20 resented in the fields of science, technology, engi-
21 neering, and mathematics, English learners, stu-
22 dents with disabilities, Native students, pregnant
23 and parenting students, foster youth, court-involved
24 youth, and homeless youth.

1 “(6) The roles and responsibilities of each part-
2 ner within the eligible entity, including—

3 “(A) a description of which partner will
4 serve as the fiscal agent and why that entity is
5 best qualified to serve in this capacity; and

6 “(B) a description of the role of the quali-
7 fied intermediary, including how such entity will
8 coordinate activities between the participating
9 local educational agencies, institutions of higher
10 education, employers, and other local partners,
11 as appropriate, and how it will provide re-
12 sources and services aligned with the activities
13 included within the application described under
14 this section, including technical assistance, pro-
15 fessional development, and coordinating intern-
16 ships and work-based learning opportunities.

17 “(7) An assurance that the activities under this
18 grant are coordinated and aligned, as appropriate,
19 with the State plan under section 122 of the State
20 in which the entity is located.

21 **“SEC. 205. ALLOWABLE ACTIVITIES.**

22 “An eligible entity receiving a grant under this title
23 may use grant funds to implement the following:

24 “(1) Career and technical education programs
25 of study, including relevant work-based learning op-

1 portunities, aligned to postsecondary education
2 training, degrees, and certificates.

3 “(2) Dual or concurrent enrollment programs
4 and early college high school programs that provide
5 equitable access to high-quality, credit bearing com-
6 munity college courses, and programs that accelerate
7 and facilitate the completion of a recognized postsec-
8 ondary credential.

9 “(3) Evidence-based transitional support strate-
10 gies for students who have yet to meet postsec-
11 ondary education eligibility requirements or who re-
12 quire remediation in mathematics or English in
13 order to progress to credit-bearing and degree-appli-
14 cable coursework.

15 “(4) Teacher and leader experiential and infor-
16 mation-gathering site visits for the purpose of effec-
17 tively implementing the activities under the grant.

18 “(5) Supporting professional development of
19 educators and business partners, which may in-
20 clude—

21 “(A) integrated professional development
22 between core academic teachers and teachers of
23 career and technical education;

24 “(B) allocating time for integrated cur-
25 riculum design and development;

1 “(C) evidence-based delivery models of pro-
2 fessional development that are structured to im-
3 prove the quality of course delivery for career
4 and technical education and core subject inte-
5 gration;

6 “(D) evidence-based strategies that effec-
7 tively prepare teachers, counselors, principals,
8 and service providers, including through profes-
9 sional development with a focus on equity, that
10 addresses the needs of historically underserved
11 students;

12 “(E) structured interdisciplinary collabora-
13 tion and common planning time built into a
14 school’s master schedule;

15 “(F) teacher and leader externship pro-
16 grams developed in partnership with business or
17 industry and local postsecondary education in-
18 stitutions;

19 “(G) cross-credentialing to provide teach-
20 ers with both an academic single-subject cre-
21 dential and a career and technical education
22 credential; and

23 “(H) outreach and recruitment efforts that
24 diversify and ensure equitable student access to

1 pathways and career and technical education
2 programs of study.

3 “(6) Research-based strategies used to provide
4 additional support and facilitate accelerated instruc-
5 tion such as extended learning time opportunities.

6 “(7) Paid student internships or other paid
7 work-based learning experiences.

8 “(8) Guidance counseling and other activities
9 that support student transitions to postsecondary
10 education.

11 **“SEC. 206. REPORTING AND EVALUATION.**

12 “(a) IN GENERAL.—Each eligible entity that receives
13 a grant under this title shall annually, for each year of
14 the grant, provide a report to the Secretary that includes
15 a description of outcomes on the indicators described
16 under subsection (b), disaggregated by special popu-
17 lations, and the subgroups described in section
18 1111(b)(2)(B)(xi) of the Elementary and Secondary Edu-
19 cation Act.

20 “(b) INDICATORS.—Each eligible entity that receives
21 a grant under this title shall report on the following indi-
22 cators:

23 “(1) Performance on the assessments required
24 under section 1111 of the Elementary and Sec-
25 ondary Education Act, including the number and

1 percentage of participating students demonstrating
2 academic growth.

3 “(2) The number and percentage of students
4 graduating with a regular high school diploma with-
5 in 4 years, including disaggregation by diploma type,
6 and, where available, who meet any of the following:

7 “(A) Enroll in a registered apprenticeship
8 program.

9 “(B) Enroll in at least one remedial course
10 at an institution of higher education.

11 “(C) Enroll in a 2-year or 4-year institu-
12 tion of higher education and persist beyond the
13 first year of postsecondary education.

14 “(D) Graduate from a 2-year or 4-year
15 program at an institution of higher education.

16 “(E) Secure employment within 6 months
17 of graduating from an institution of higher edu-
18 cation.

19 “(3) The number and percentage of students
20 receiving—

21 “(A) a recognized postsecondary credential
22 or an industry-recognized credential in in-de-
23 mand industry sectors or occupations while en-
24 rolled in high school; or

1 “(B) academic credit toward recognized
2 postsecondary credentials while enrolled in high
3 school.

4 “(4) The number and percentage of students
5 participating in work-based learning opportunities
6 while enrolled in high school, including pre-appren-
7 ticeship programs, that include an employer assess-
8 ment of student performance.

9 “(c) PERMISSIBLE INDICATORS.—Each eligible entity
10 that receives a grant under this title may report on the
11 following indicators:

12 “(1) The number and percentage of students
13 scoring proficient or advanced on assessments of ca-
14 reer readiness.

15 “(2) The number and percentage of students
16 scoring proficient or advanced on capstone experi-
17 ences that are evaluated by peers, educators, and
18 employers.

19 “(3) The number and percentage of students
20 who have mentors and participate in a formal men-
21 toring program.

22 “(4) Student attendance rates, including rates
23 of chronic absenteeism.

1 “(5) As appropriate, any indicators described in
2 section 116(b)(2) of the Workforce Innovation and
3 Opportunity Act.

4 “(d) GRANT OR CONTRACT FOR EVALUATION.—
5 From among funds reserved under section 203(a)(1), the
6 Secretary shall award a grant or contract to an entity out-
7 side the Department to conduct an evaluation of the ac-
8 tivities assisted under this title and their impact as meas-
9 ured by the indicators described under this section. Re-
10 sults from the evaluation shall provide information on ef-
11 fective practices that can be replicated.

12 **“SEC. 207. FUNDING.**

13 “For any fiscal year for which the amount appro-
14 priated to carry out title I is more than \$1,200,000,000,
15 not more than \$500,000,000 shall be made available to
16 implement activities under this title.”.

17 (b) CONFORMING AMENDMENTS.—The Carl D. Per-
18 kins Career and Technical Education Act of 2006 (20
19 U.S.C. 2301 et seq.) is amended—

20 (1) in section 3—

21 (A) by striking paragraph (23); and

22 (B) by striking paragraph (32);

23 (2) in section 113(c)(2), by striking “or 201”;

24 and

1 (3) in section 122(d), by striking paragraph
2 (1).

○